



Early Childhood Education Techniques (322.A1)

Technical Program

Sector 20 – Social, Educational and Legal Services

College Education Program

Coordination and content:

Direction générale des affaires collégiales et des relations du travail

Direction de la formation technique

Secteur des affaires collégiales et des interventions régionales

Title of original document: *Techniques d'éducation à l'enfance (322.A1), Programme d'études techniques*

English version:

Services linguistiques en anglais

Direction du soutien au réseau éducatif anglophone

Ministère de l'Éducation Ministère de l'Enseignement supérieur

For additional information, contact:

Renseignements généraux

Direction des communications

Ministère de l'Enseignement supérieur

1035, rue De La Chevrotière, 21^e étage

Québec (Québec) G1R 5A5

Telephone: 418-266-1337

Toll-free: 1 877-266-1337

An electronic version of this document
is available on the Ministère's website at:
www.quebec.ca.

© Gouvernement du Québec

Ministère de l'Enseignement supérieur

[ISBN 978-2-550-96051-5 \(PDF\)](#)

Legal Deposit - Bibliothèque et Archives nationales du Québec, 2023

Table of Contents

College-Level Programs.....	2
Aims of College Education.....	3
Common Competencies of College Education.....	3
Implementation of College-Level Programs	4
The <i>Early Childhood Education Techniques</i> Program (322.A1).....	5
Goals of the Program	6
Program-Specific Component.....	6
Educational Aims.....	6
General Education Component Common to All Programs and General Education Component Specific to the Program	7
Complementary General Education Component.....	10
Goals of the Program-Specific Component.....	12
Objectives	13
Statements of the Competency.....	13
Grid of Competencies.....	15
Program-Specific Component.....	17
General Education Component Common to All Programs and General Education Component Specific to the Program	50
Complementary General Education Component.....	68
Additional Information	83
Vocabulary Used in Technical Programs	83
Vocabulary Used in the Program-Specific Component	85
Harmonization	89
Occupational Health and Safety Hazards	90

322.A1**Early Childhood Education Techniques**

Year of approval: 2022

Type of certification: Diploma of College Studies**Number of credits:** 91 credits**Number of periods of instruction:** 2 490 periods of instruction

General education component: 660 periods of instruction

Program-specific component: 1 830 periods of instruction

Admission Requirements:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, as well as the following special requirements, where applicable:

- None

College-Level Programs

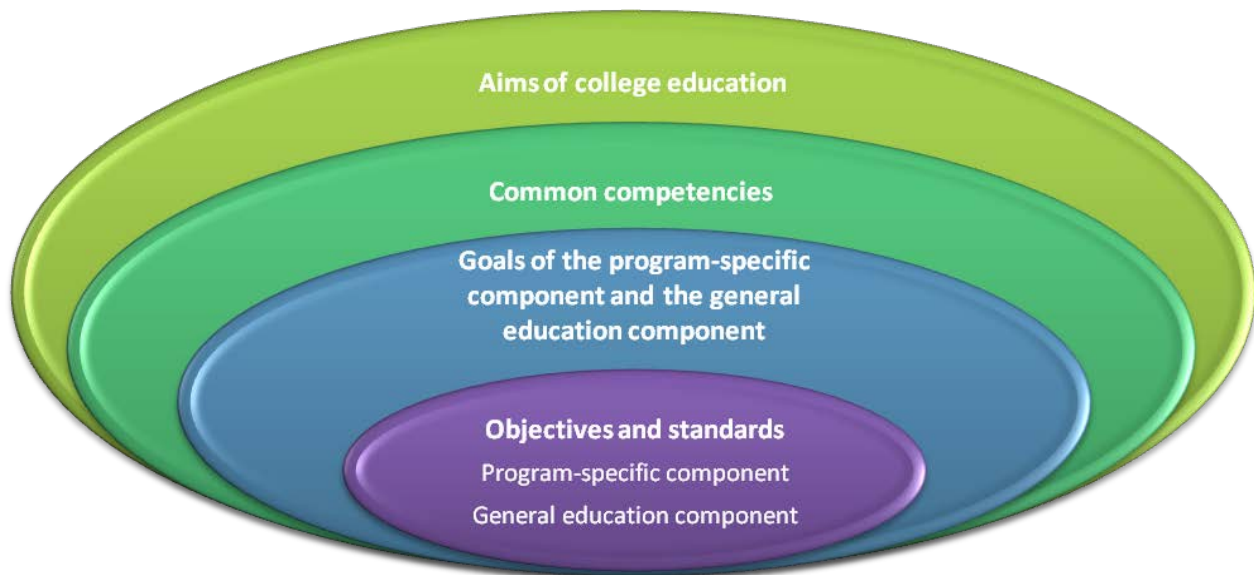
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the job market directly or proceed to university studies. The Ministère de l'Enseignement supérieur establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

Figure 1 – Elements of a College-Level Program



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

Aims of College Education

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and

different ways of doing things, while assessing their effectiveness.

Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

The *Early Childhood Education Techniques* Program (322.A1)

The *Early Childhood Education Techniques* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the occupational field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and evaluation of learning activities, for which the colleges are responsible. By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise the occupation, but also a range of knowledge, skills and attitudes that will ensure their versatility.

The *Early Childhood Education Techniques* program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of 64 $\frac{1}{3}$ credits.
- The general education component that is common to all programs consists of 16 $\frac{2}{3}$ credits:
 - Language of Instruction and Literature: 7 $\frac{1}{3}$ credits
 - Philosophy or Humanities: 4 $\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

Goals of the Program

Program-Specific Component

The goals of the program-specific component of the *Early Childhood Education Techniques* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the workforce, that is:
 - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and the desire to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

Educational aims in the program-specific component are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

In keeping with the aims of college education, the program-specific component is also intended to educate students to live responsibly in society, to help them integrate cultural knowledge into their studies and, lastly, to help them master language as a tool for thought, communication and openness to the world.

The following is a description of the educational aims of the program-specific content of the *Early Childhood Education Techniques* program:

- Empathy: Early childhood educators adopt a supportive posture, in particular through authentic listening, and maintain an appropriate emotional distance that allows them to focus on what is being said by the child and by the child's family.

- Capacity to adapt: On a daily basis, early childhood educators find themselves in situations that require flexibility and creativity, for which they must offer appropriate solutions while maintaining a harmonious atmosphere.
- Professional autonomy: Early childhood educators must deal with complex situations that require discernment. They exercise their professional autonomy on a daily basis, thanks to their extensive knowledge base and the skills they have acquired. They make informed decisions based on the values, potential and life trajectory of the child and the child's family.

General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of 12 competencies associated with the three aims of college education:

- for the aim *To educate students to live responsibly in society*:
 - Demonstrate independence and creativity in thought and action
 - Demonstrate rational, critical and ethical thinking
 - Develop strategies that promote reflection on their knowledge and actions
 - Pursue the development of a healthy and active lifestyle
 - Assume their social responsibilities
- for the aim *To help students integrate cultural knowledge into their studies*:
 - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
 - Recognize the influence of the media, sciences or technology on culture and lifestyle
 - Analyze works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim *To help students master language as a tool for thought, communication and openness to the world*:
 - Improve communication in the second language
 - Master the basic rules of discourse and argumentation
 - Refine oral and written communication in the language of instruction

English, Language of Instruction and Literature

Students who have achieved the general education objectives in English, Language of Instruction and Literature:

- will be able to demonstrate their knowledge of the following:
 - the basic vocabulary and terminology used when discussing literary works
 - ways to apply an independent analytical approach to literary genres
 - ways to apply an independent analytical approach to literary themes
 - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
 - ways to identify the socio-cultural and historical context of different periods and movements
 - ways to refine oral and written communication in the language of instruction

- will be able to demonstrate their ability to do the following:
 - read, write, listen and speak at a college level of proficiency
 - develop their own ideas in arguments and theses
 - organize their arguments and theses in a discourse and edit their work
 - produce and analyze various styles of discourse
 - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
 - independence, individuality, and open-mindedness in thought and action
 - an appreciation of literature and other artistic works from different periods
 - a recognition of the role of media within a society and its culture
 - an awareness of strategies that foster self-reflective practice in their learning and actions
 - critical and ethical thought

Humanities

Humanities constitutes a thematic, multidisciplinary and, at times, transdisciplinary exploration of humankind, including its accomplishments, failures, abilities, creations, ideas and values. Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of the following:
 - the main concepts, limits and uses of a form of knowledge including significant historical reference points
 - the main concepts, limits and uses of a world view
 - the nature and organization of the basic elements of an ethical question
 - methods for coherent integration of concepts and the formulation and synthesis of ideas
 - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
 - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
 - compare world views
 - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
 - recognize forms of creativity and original thought
 - define the dimensions, limits and uses of knowledge in appropriate historical contexts
 - identify, organize and synthesize the salient elements of a particular example of knowledge
 - situate important ethical and social issues in their appropriate historical and intellectual contexts
 - explain, analyze and debate ethical issues in a personal and professional context
 - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
 - openness to diversity and pluralism
 - awareness of the limits of knowledge claims, world views and ethical perspectives
 - respect for the points of view of others
 - empathy and acceptance of others
 - concern for global issues
 - determination to continue learning

French as a Second Language

Students who have achieved the general education objectives in French as a Second Language:

- will be able to demonstrate their knowledge of the following:
 - different reading techniques
 - the formal elements needed to produce a structured text, both orally and in writing
 - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
 - question, analyze, judge and defend an argument in French
 - reflect on their knowledge and actions notably by revising their written productions
 - maintain social relationships and share in the cultural life of Québec
 - establish and maintain work-related relationships in French
- will be encouraged to develop the following attitudes of:
 - openness to the various aspects of Québec culture
 - recognition and promotion of creativity
 - readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in physical education:

- will be able to demonstrate their knowledge of the following:
 - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
 - the relationship between lifestyle, physical activity, physical fitness and health
 - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
 - the rules, techniques and conditions involved in different types of physical or sporting activity
 - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
 - give an initial account of their abilities, attitudes and needs
 - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
 - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
 - set goals that are realistic, measurable, challenging and situated within a specific time frame
 - improve their mastery of basic techniques and strategies associated with physical activities
 - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
 - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
 - use their creativity in physical activities
 - express their choice of activities in a clear and reasoned manner

- will be encouraged to develop the following attitudes:
 - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
 - awareness of the factors that encourage them to practise physical activity more often
 - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
 - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
 - respect for ethical behaviour when participating in a sport or a physical activity
 - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
 - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
 - readiness to adopt the values of discipline, effort, consistency and perseverance
 - readiness to promote, as a social value, the regular and sufficient practice of physical activity

Complementary General Education Component

Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

Goals of the Program-Specific Component

The *Early Childhood Education Techniques* program prepares students to become early childhood educators.

Early childhood educators are specialized in early childhood. It is their responsibility to ensure the well-being, health, safety and global development of the children in their care. They provide constant supervision and are vigilant throughout the day. They may also be required to provide physical and hygiene care to young children.

Early childhood educators need to create and maintain a caring, reassuring and meaningful relationship with every child in the group, and with the children's families. They inform each family of their child's progress and of any challenges or needs that may require particular help. In addition, when performing their various tasks and activities, they must take the educational program into account and incorporate the steps of the educational intervention process.

Early childhood educators observe the children continuously and identify their needs, fields of interest and abilities. They plan, organize and apply educational actions designed to help the children achieve their potential. They implement routines, ensure that the atmosphere is conducive to learning and assist the children with their games and everyday activities, to help them acquire healthy lifestyle habits and develop self-esteem, independence and creativity. In everything they do, early childhood educators must demonstrate flexibility, creativity and initiative, by adapting to unexpected situations, being innovative in their approach to education, and progressively developing their practice of the profession.

Early childhood educators act as guides and support the children's physical, motor, cognitive, language, social, moral, emotional and sexual development. They prepare support plans where necessary, and take part in the preparation and application of individualized education plans for children with special needs. They also form partnerships with the child's family, work closely with their colleagues and resource persons, and demonstrate ethical behaviour when performing their tasks.

Early childhood educators work mainly in childcare centres (CPEs), subsidized and non-subsidized daycare centres, home childcare facilities, school daycare centres, drop-in daycare centres and other environments that provide educational childcare services.

Objectives

Statements of the Competency

Program-Specific Component

- 02KJ Explore the profession.
- 02KK Examine the child's global development.
- 02KL Analyze the context in which the child and their family live.
- 02KM Observe the child.
- 02KN Oversee the child's health and safety.
- 02KP Establish professional relationships.
- 02KQ Maintain one's physical and psychological integrity.
- 02KR Implement a democratic mode of intervention.
- 02KS Organize the educational environment.
- 02KT Plan educational actions.
- 02KU Prepare a support plan to address the child's special needs.
- 02KV Play a role in carrying out the mission of the educational childcare establishment.
- 02KW Support the child's development of healthy lifestyle habits.
- 02KX Support the child's development of self-awareness and social skills.
- 02KY Introduce the child to literacy.
- 02KZ Support the child's development of skills in artistic expression.
- 02L0 Introduce the child to numeracy and their environment.
- 02L1 Provide educational services to a group of children.

General Education Component Common to All Programs and General Education Component Specific to the Program

16½ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

- 4EA0 Analyze and produce various forms of discourse
- 4EA1 Apply an analytical approach to literary genres
- 4EA2 Apply an analytical approach to a literary theme
- 4EAP Communicate in the forms of discourse appropriate to one or more fields of study

Humanities

- 4HU0 Apply a logical analytical process to how knowledge is organized and used
- 4HU1 Apply a critical thought process to world views
- 4HUP Apply a critical thought process to ethical issues relevant to the field of study

French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French
- 4SF1 Communicate in standard French with some ease
- 4SF2 Communicate with ease in standard French
- 4SF3 Explore a cultural and literary topic

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study
- 4SFQ Communicate in French on topics related to the student's field of study
- 4SFR Communicate with ease in French on topics related to the student's field of study
- 4SFS Produce a text in French on a topic related to the student's field of study

Physical Education

- 4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle
- 4EP1 Improve one's effectiveness when practising a physical activity
- 4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

000V	Estimate the contribution of the social sciences to an understanding of contemporary issues
000W	Analyze one of the major problems of our time using one or more social scientific approaches
000X	Explain the general nature of science and technology and some of the major contemporary scientific or technological issues
000Y	Resolve a simple problem by applying the basic scientific method
000Z	Communicate with limited skill in a modern language
0010	Communicate on familiar topics in a modern language
0067	Communicate with relative ease in a modern language
0011	Recognize the role of mathematics or computer science in contemporary society
0012	Use various mathematical or computer science concepts, procedures and tools for common tasks
0013	Consider various forms of art produced according to aesthetic practices
0014	Produce a work of art
021L	Consider contemporary issues from a transdisciplinary perspective
021M	Explore a contemporary issue from a transdisciplinary perspective

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations
- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (O) indicates a correlation between a general and a specific competency.

The order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GENERAL COMPETENCIES												
SPECIFIC COMPETENCIES	Competency Code	Explore the profession	Examine the child's global development	Analyze the context in which the child and their family live	Observe the child	Oversee the child's health and safety	Establish professional relationships	Maintain one's physical and psychological integrity	Organize the educational environment	Plan educational actions	Prepare a support plan to address the child's special needs	Play a role in carrying out the mission of the educational childcare establishment
Competency Code		02KJ	02KK	02KL	02KM	02KN	02KP	02KQ	02KS	02KT	02KU	02KV
Implement a democratic mode of intervention	02KR	0	0	0	0	0	0	0				
Support the child's development of healthy lifestyle habits	02KW	0	0	0	0	0	0	0	0	0	0	0
Support the child's development of self-awareness and social skills	02KX	0	0	0	0	0	0	0	0	0	0	0
Introduce the child to literacy	02KY	0	0	0	0	0	0	0	0	0	0	0
Support the child's development of skills in artistic expression	02KZ	0	0	0	0	0	0	0	0	0	0	0
Introduce the child to numeracy and their environment	02L0	0	0	0	0	0	0	0	0	0	0	0
Provide educational services to a group of children	02L1	0	0	0	0	0	0	0	0	0	0	0

Program-Specific Component

Code: 02KJ

Objective

Standard

Statement of the Competency	Achievement Context
Explore the profession.	• In different workplaces. • Given: ○ recent documentation ○ the educational program of the childcare establishment ○ the school's educational project, where applicable ○ legislation ○ work procedures and tools
Performance Criteria for the Competency as a Whole	
• Thoughtful review of one's career choice • Appropriate use of terminology • Accurate recognition of the importance of professional ethics when practising the occupation	
Elements of the Competency	Performance Criteria
1. Examine the structure of the network.	• Accurate recognition of the scope of the legislation and regulations • Appropriate characterization of the different educational childcare services • Appropriate distinction between the mandates and aims of the educational childcare services
2. Examine the tasks and operations to be carried out by early childhood educators.	• Relevant connections between tasks, operations and performance conditions and requirements • Appropriate distinction among the different work tools used by an early childhood educator • Accurate recognition of the responsibilities of early childhood educators and other resources • Accurate recognition of working conditions and career prospects
3. Examine the components of the early childhood educator's professional duties.	• Appropriate characterization of the steps in the educational intervention process • Accurate analysis of the contexts in which technological tools are used • Clear identification of the attitudes expected of early childhood educators in the workplace • Appropriate exploration of the reflective practice approach • Appropriate consideration of the importance of continuous training in the profession

Objective**Standard**

Statement of the Competency	Achievement Context
Examine the child's global development.	• With respect to the child • Using: ◦ available information (e.g. early childhood educator's notes, daily report, child's health record and education record) ◦ work tools • Given: ◦ recent documentation ◦ the child's characteristics and age
Performance Criteria for the Competency as a Whole	
	• Consideration of the stages of global child development • Appropriate consideration of the complementary aspects of areas of development • Accurate recognition of fundamental needs • Accurate recognition of developmental needs • Accurate recognition of the child's special needs, if any • Compliance with professional ethics
Elements of the Competency	Performance Criteria
1. Characterize physical and motor development.	• Relevant links between the child's behaviours and the stages of their physical development • Relevant links between the child's behaviours and the stages of their motor development • Examination of the causes and consequences of developmental gaps with regard to physical and motor development
2. Characterize cognitive and language development.	• Relevant links between the child's behaviours and the stages of their cognitive development • Relevant links between the child's behaviours and the stages of their language development • Examination of the causes and consequences of developmental gaps with regard to cognitive and language development

Elements of the Competency	Performance Criteria
3. Characterize social, moral, emotional and sexual development.	• Relevant links between the child's behaviours and the stages of their social development • Relevant links between the child's behaviours and the stages of their moral development • Relevant links between the child's behaviours and the stages of their emotional development • Relevant links between the child's behaviours and the stages of their sexual development • Examination of the causes and consequences of developmental gaps with regard to social, moral, emotional and sexual development

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze the context in which the child and their family live.	• With respect to the child and their family • Within a context of diversity • Using: ◦ available information (e.g. early childhood educator's notes, daily report, child's health record and education record, information about the family) ◦ work tools • Given: ◦ recent documentation ◦ the procedures of the childcare establishment ◦ legislation
Performance Criteria for the Competency as a Whole	
	• Consideration of the stages of global child development • Thoughtful review of one's perceptions of diversity • Appropriate contextualization of the family's values • Use of the child's strengths and the family's strengths • Compliance with professional ethics
Elements of the Competency	Performance Criteria
1. Consider family diversity.	• Respectful consideration of the social and cultural context • Respectful consideration of the family's life trajectory • Thoughtful reflection on family dynamics
2. Identify the family's needs.	• Careful examination of the family's interactions with its social environment • Careful examination of the risk factors and protection factors • Clear identification of the needs of both the child and the family
3. Consider ways of providing support.	• Accurate recognition of the obstacles to inclusion, if any • Accurate recognition of the conditions conducive to inclusion • Relevant review of support networks and support resources in the community • Thoughtful reflection on the role and responsibilities of the early childhood educator

Objective**Standard**

Statement of the Competency	Achievement Context
Observe the child.	• In individual and group situations • Within a context of diversity • In partnership with: ◦ the family, co-workers and resource persons ◦ their superior, where applicable • Using: ◦ available information (e.g. early childhood educator's notes, daily report, child's health record and education record, information about the family) ◦ observation tools • Given recent documentation
Performance Criteria for the Competency as a Whole	
	• Consideration of the stages of global child development • Respectful consideration of the context in which the child lives • Sustained attention • Careful examination of one's personal biases (e.g. beliefs, prejudices, values) • Thoughtful review of one's observation and analysis skills • Compliance with professional ethics
Elements of the Competency	Performance Criteria
1. Prepare the observation process.	• Careful examination of the information • Accurate determination of the need for observation • Relevant choice of observation tools • Appropriate adaptation of the observation tools where necessary
2. Carry out the observation process.	• Appropriate use of the observation tools • Appropriate review of contextual elements • Objective reporting of the facts and the child's behaviour

Elements of the Competency	Performance Criteria
3. Analyze the observations made.	• Well-balanced interpretation of the observations • Relevant links between the observations and the stages of the child's development • Clear identification of the child's needs, fields of interest and abilities • Identification of gaps in the child's global development, where applicable • Determination of the need for additional observation
4. Complete the periodic portrait of the child's development.	• Appropriate synthesis of information • Clear recording of the child's progress, learning, strengths and needs • Recording of future educational actions, where applicable • Appropriate transmission of information, where applicable

Objective**Standard**

Statement of the Competency	Achievement Context
Oversee the child's health and safety.	• For the child and for the group • In individual and group situations • Inside and outside the educational childcare establishment • Before the children arrive, where applicable • In partnership with: ◦ the family, co-workers and resource persons ◦ their superior, where applicable • Using: ◦ health care, hygiene and disinfection materials ◦ the child's health record ◦ reporting tools (e.g. incident report, medication register) • Given: ◦ recent documentation ◦ the procedures of the childcare establishment ◦ legislation (e.g. protocols, authorization forms)
Performance Criteria for the Competency as a Whole	
	• Consideration of the stages of global child development • Careful observation of the child and the group • Thoughtful review of one's observation and analysis skills • Diligent follow-up with the people concerned, where applicable • Compliance with professional ethics
Elements of the Competency	Performance Criteria
1. Make sure the child is safe.	• Proper verification of the premises, materials and equipment • Continuous supervision of the child's games and activities • Safe choice of play materials • Thorough disinfection of the premises and materials • Appropriate storage of maintenance products, toxic products and medications • Appropriate transmission of information about breakages or unsafe areas

Elements of the Competency	Performance Criteria
2. Meet the child's health and welfare needs.	• Proper verification of the availability of health care and hygiene supplies and materials • Accurate identification of signs of discomfort and symptoms of infectious diseases • Appropriate action to address the child's health and hygiene needs • Relevant action to address the needs related to rest and nutrition • Appropriate recording of information
3. Report situations of abuse and/or negligence.	• Accurate identification of indicators of abuse and/or negligence • Appropriate recording of the context and facts • Thorough analysis of the situation • Informed decisions • Appropriate transmission of information to their superior, where applicable • Compliance with the reporting procedure where applicable
4. Take action in emergencies.	• Accurate assessment of the gravity of the situation • Rigorous application of emergency procedures (e.g. evacuation of the premises) • Rigorous application of first aid techniques • Appropriate recording of information

Objective**Standard**

Statement of the Competency	Achievement Context
Establish professional relationships.	• With the child and the family • With co-workers and resource persons • In a variety of work situations • Within a context of diversity • In cooperation with community resources, where applicable • Using: ○ available information about the child (e.g. early childhood educator's notes, daily report, child's health record and education record, information about the family) ○ communication tools (notice board, daily report) ○ technological tools ○ educational materials • Given: ○ the child's needs, fields of interest and abilities ○ the procedures of the childcare establishment ○ legislation
Performance Criteria for the Competency as a Whole	
	• Consideration of the stages of global child development • Thoughtful review of one's communication skills • Careful use of communication technologies • Appropriate decoding of non-verbal behaviour • Compliance with professional ethics
Elements of the Competency	Performance Criteria
1. Communicate in a professional manner.	• Proper application of communication principles and techniques • Adoption of a socially and culturally adapted approach to relationships • Level of language adapted to the situation • Demonstration of initiative with respect to communication • Adoption of attitudes that will help to prevent or resolve conflicts
2. Maintain a relationship of trust with the child.	• Demonstration of reassurance and proximity • Positive interactions with the child • Attentive listening to the ideas, opinions and needs expressed by the child

Elements of the Competency	Performance Criteria
3. Maintain a relationship of trust with the family.	• Relevant reporting of the child's everyday experiences and needs • Appropriate choice of subjects for discussion
4. Maintain a relationship of trust with co-workers and resource persons.	• Adequate preparation for formal meetings • Active participation in formal and informal meetings • Respect for each person's role, and sharing of responsibilities • Clear affirmation of one's leadership and opinions related to the profession

Objective**Standard**

Statement of the Competency	Achievement Context
Maintain one's physical and psychological integrity.	• For the early childhood educator • In a variety of work situations • In partnership with: ○ co-workers ○ their superior, where applicable • Using: ○ occupational health and safety tools and methods ○ technological tools ○ ergonomic materials • Given legislation
Performance Criteria for the Competency as a Whole	
	• Thoughtful review of one's needs in the workplace • Compliance with professional ethics
Elements of the Competency	Performance Criteria
1. Adopt ergonomic working postures.	• Rigorous application of safety rules and ergonomics when lifting children or heavy objects • Implementation of preventive measures • Implementation of remedial measures • Appropriate use of furniture, materials and equipment
2. Intervene in a stressful environment.	• Relevant identification of the causes of stress and its consequences for one's mental and physical health • Accurate recognition of one's abilities and limitations • Relevant choice of ways to reduce stress and adapt to change • Effective use of work methods and time management techniques
3. Take care of one's professional well-being.	• Clear identification of the risk factors and protection factors related to burnout • Accurate recognition of one's physiological and emotional reactions in different situations • Identification of ways to manage one's emotions • Implementation of methods conducive to good physical and mental health

Objective**Standard**

Statement of the Competency	Achievement Context
Implement a democratic mode of intervention.	• With respect to the child • In individual and group situations • In partnership with: ◦ the family, co-workers and resource persons • Using: ◦ technological tools ◦ educational materials • Given: ◦ the child's needs, fields of interest and abilities ◦ recent documentation ◦ the educational program of the childcare establishment ◦ the school's educational project, where applicable ◦ the procedures of the childcare establishment ◦ legislation
Performance Criteria for the Competency as a Whole	
	• Consideration of the stages of global child development • Careful observation of the child and the group • Communication of a caring nature • Proposal of challenges adjusted to the child's development • Clear instructions • Compliance with professional ethics
Elements of the Competency	Performance Criteria
1. Create a harmonious climate.	• Appropriate use of strategies and/or methods conducive to emotional security • Choice of methods that foster the development and maintenance of a sense of belonging to the group • Involvement of the child or group in the search for solutions • Appropriate interactions with the child or group concerning decisions

Elements of the Competency	Performance Criteria
2. Guide the child through the day's routines and transitions.	• Availability of health care and hygiene supplies and materials • Proper use of health care and hygiene materials • Appropriate responses to the child's needs • Use of methods conducive to the development of autonomy • Smooth transitions
3. Guide the child's play experience.	• Supply of educational materials that will encourage the child to explore • Assistance to help the child in identifying preferences • Careful use of play initiated by the child • Adoption of the role of play partner where needed
4. Review one's educational actions.	• Well-balanced interpretation of feedback from the children and/or their families • Careful examination of one's educational actions, interventions, skills and attitudes • Accurate determination of avenues for improvement

Objective**Standard**

Statement of the Competency	Achievement Context
Organize the educational environment.	• For the child and for the group • Inside and outside the educational childcare establishment • In partnership with: ○ the child and the group, where applicable ○ the family and co-workers • Using: ○ available information (e.g. early childhood educator's notes, daily report, child's health record and education record, information about the family) ○ furniture and equipment ○ technological tools ○ educational materials • Given: ○ the child's needs, fields of interest and abilities ○ recent documentation ○ the educational program of the childcare establishment ○ the school's educational project, where applicable ○ educational approaches ○ the procedures of the childcare establishment ○ legislation
	Performance Criteria for the Competency as a Whole
	• Consideration of the stages of global child development • Inclusive layout • Relevant identification of opportunities for the child to explore • Stringent application of safety rules • Rigorous compliance with ergonomic principles • Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Examine educational environments.	• Appropriate characterization of different educational approaches • Appropriate characterization of layout principles for educational environments • Thoughtful reflection on the different aspects of educational quality • In-depth analysis of the repercussions of the educational environment for global child development
2. Structure the educational environment.	• Appropriate application of layout principles • Appropriate introduction of educational materials for the educational approaches used • Adequate arrangement of furniture and equipment, where applicable
3. Use locations situated close to the educational childcare establishment.	• Appropriate examination of possibilities for outdoor play • Appropriate approaches to organizations and partners to set up educational field trips

Objective**Standard**

Statement of the Competency	Achievement Context
Plan educational actions.	• For the child and for the group • Within a context of diversity • In partnership with: ○ the child and the group, where applicable ○ the family, co-workers and resource persons ○ community resources, where applicable • Using: ○ available information (e.g. early childhood educator's notes, daily report, child's health record and education record, information about the family) ○ planning tools ○ intervention tools, where applicable ○ the support plan, where applicable ○ the individualized education plan, where applicable ○ technological tools • Given: ○ the child's needs, fields of interest and abilities ○ recent documentation ○ the procedures of the childcare establishment ○ the educational program of the childcare establishment ○ the school's educational project, where applicable ○ educational approaches ○ legislation
	Performance Criteria for the Competency as a Whole
	• Consideration of the stages of global child development • Thoughtful reflection on the aspects of educational quality • Thoughtful reflection on inclusion • Relevant choice of educational materials • Thoughtful reflection on the possibilities for global development offered by play and interactions • Appropriate use of one's own creativity • Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Determine the educational approach to be used.	• Well-balanced interpretation of the advantages and limitations of educational approaches • Thoughtful reflection on the complementary nature of educational approaches • Identification of priorities for the choice of an educational approach
2. Develop a short-term plan.	• Effective search for potential educational actions • Relevant choice of educational actions • Appropriate exploration of alternative solutions or possible adaptations of educational actions • Accurate identification of human, material and financial resource needs • Appropriate recording of the planning, where applicable
3. Develop a long-term plan.	• Consultation with respect to the organization of activities or events • Adequate preparation in line with one's role and responsibilities • Accurate identification of human, material and financial resource needs • Proposal of strategies and methods to encourage participation by the child and family • Appropriate recording of the planning, where applicable
4. Organize the implementation of the plans.	• Appropriate development or adaptation of educational materials, where applicable • Appropriate communication of the plans • Clear affirmation of one's own leadership with the people concerned

Objective**Standard**

Statement of the Competency	Achievement Context
Prepare a support plan to address the child's special needs.	• For the child and for the group, where applicable • Within a context of diversity • In partnership with: ○ the child and the group, where applicable ○ the family, co-workers and resource persons ○ their superior, where applicable • Using: ○ available information (e.g. early childhood educator's notes, daily report, child's health record and education record, information about the family) ○ the support plan, where applicable ○ the individualized education plan, where applicable ○ intervention tools, where applicable ○ technological tools • Given: ○ the child's needs, fields of interest and abilities ○ recent documentation ○ the educational program of the childcare establishment ○ the school's educational project, where applicable ○ educational approaches ○ the procedures of the childcare establishment ○ legislation
	Performance Criteria for the Competency as a Whole
	• Consideration of the stages of global child development • Thoughtful reflection on the aspects of educational quality • Thoughtful reflection on inclusion • Relevant choice of educational materials • Appropriate use of one's creativity • Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Analyze the child's situation.	• Accurate portrait of the child's needs, fields of interest and abilities • Adequate understanding of the social and cultural context in which the child and family live • Understanding of the specific aspects of the life trajectory of the child and family • Search for additional information
2. Verify the portrait of the child's situation.	• Gathering of additional information, where applicable • Accurate determination of the need for additional observation, where applicable • Appropriate development of the observations, where applicable
3. Select the interventions.	• Effective search for potential interventions • Choice of interventions that are appropriate to the child's needs • Identification of necessary adjustments to the plans if any • Provision for human, material and financial resources • Appropriate recording of information, where applicable
4. Organize the implementation of the support plan.	• Appropriate development or adaptation of educational materials or intervention tools, where applicable • Appropriate harmonization of the support plan with the short-term planning • Clear affirmation of one's leadership with the people concerned

Objective**Standard**

Statement of the Competency	Achievement Context
Play a role in carrying out the mission of the educational childcare establishment.	• In a variety of work situations • Within a context of diversity • In partnership with: ○ the family, co-workers and resource persons ○ community resources, where applicable ○ their superior, where applicable • Using: ○ the planning, where applicable ○ available information (e.g. early childhood educator's notes, daily report, child's health record and education record, information about the family) ○ the support plan, where applicable ○ the individualized education plan, where applicable ○ technological tools • Given: ○ recent documentation ○ the educational program of the childcare establishment ○ the school's educational project, where applicable ○ educational approaches ○ the procedures of the childcare establishment ○ legislation
	Performance Criteria for the Competency as a Whole
	• Consideration of the stages of global child development • Consideration of ideas and opinions relating to the aspects of educational quality • Adoption of behaviours conducive to cooperation • Emphasis on one's field of expertise • Appropriate cooperation in the child's transition to school, where applicable • Active involvement in meetings • Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Establish a partnership with the family.	• Appropriate sharing of information on the child's progress, strengths and challenges • Establishment of an agreement on the complementary nature of interventions • Empathetic support for the development of parenting skills, where applicable • Appropriate cooperation in the implementation of the support plan and/or the individualized education plan, where applicable
2. Play a role in applying the educational approach.	• Accurate identification of roles and responsibilities in ensuring the smooth operation of the educational childcare establishment • Appropriate consultation with respect to the complementary nature of the educational actions • Appropriate cooperation in the design or review of the educational program of the childcare establishment • Appropriate harmonization with the educational project, where applicable
3. Play a role in organizing activities or events.	• Proposal of strategies and methods for the organization of activities or events • Proposal of strategies and methods to encourage participation by the child and family • Active cooperation in the implementation of activities or events, where applicable

Objective**Standard**

Statement of the Competency	Achievement Context
Support the child's development of healthy lifestyle habits.	• With respect to the child • In individual and group situations • Inside and outside the educational childcare establishment • In partnership with: ◦ the family, co-workers and resource persons ◦ community resources, where applicable • Using: ◦ planning ◦ the support plan, where applicable ◦ the individualized education plan, where applicable ◦ technological tools ◦ educational materials • Given: ◦ the child's needs, fields of interest and abilities ◦ recent documentation ◦ the educational program of the childcare establishment ◦ the school's educational project, where applicable ◦ educational approaches ◦ the procedures of the childcare establishment ◦ legislation
	Performance Criteria for the Competency as a Whole
	• Consideration of the stages of global child development • Layout conducive to global child development • Careful observation of the child and the group • Communication of a caring nature • Consistency of interventions with respect to the aspects of educational quality • Appropriate use of one's creativity • Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Select educational actions.	• Relevant choice of strategies and/or methods with regard to active play • Relevant choice of strategies and/or methods with regard to nutrition • Relevant choice of strategies and/or methods with regard to hygiene • Relevant choice of strategies and/or methods with regard to the need for rest • Adjustment of the planning and support plans where applicable
2. Enrich the educational actions to suit the child's needs.	• Adequate use of play situations initiated by the child • Satisfactory proposal of times for group activities, where applicable • Appropriate partnership with the family • Clear recording of the child's progress, learning, strengths and needs, where applicable
3. Review one's educational actions.	• Well-balanced interpretation of feedback from the child and/or the family • Careful examination of one's educational actions, interventions, skills and attitudes • Accurate identification of avenues for improvement

Objective**Standard**

Statement of the Competency	Achievement Context
Support the child's development of self-awareness and social skills.	• With respect to the child • In individual and group situations • Inside and outside the educational childcare establishment • In partnership with: ○ the family, co-workers and resource persons ○ community resources, where applicable • Using: ○ planning ○ the support plan, where applicable ○ the individualized education plan, where applicable ○ technological tools ○ educational materials • Given: ○ the child's needs, fields of interest and abilities ○ recent documentation ○ the educational program of the childcare establishment ○ the school's educational project, where applicable ○ educational approaches ○ the procedures of the childcare establishment ○ legislation
	Performance Criteria for the Competency as a Whole
	• Consideration of the stages of global child development • Layout conducive to global child development • Careful observation of the child and the group • Communication of a caring nature • Consistency of interventions with respect to the aspects of educational quality • Appropriate use of one's creativity • Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Select educational actions.	• Relevant choice of strategies and/or methods conducive to the development of self-confidence • Relevant choice of strategies and/or methods conducive to the development of social skills • Relevant choice of strategies and/or methods conducive to the development of moral skills • Relevant choice of strategies and/or methods conducive to sex education • Adjustment of the planning and support plans, where applicable
2. Enrich the educational actions to suit the child's needs.	• Adequate use of play situations initiated by the child • Satisfactory proposal of times for group activities, where applicable • Appropriate partnership with the family • Clear recording of progress, learning, strengths and needs, where applicable
3. Review one's educational actions.	• Well-balanced interpretation of feedback from the child and/or the family • Careful examination of one's educational actions, interventions, skills and attitudes • Accurate identification of avenues for improvement

Objective**Standard****Statement of the Competency****Achievement Context**

Introduce the child to literacy.

- With respect to the child
- In individual and group situations
- Inside and outside the educational childcare establishment
- In partnership with:
 - the family, co-workers and resource persons
 - community resources, where applicable
- Using:
 - planning
 - the support plan, where applicable
 - the individualized education plan, where applicable
 - technological tools
 - educational materials
- Given:
 - the child's needs, fields of interest and abilities
 - recent documentation
 - the educational program of the childcare establishment
 - the school's educational project, where applicable
 - educational approaches
 - the procedures of the childcare establishment
 - legislation

Performance Criteria for the Competency as a Whole

- Consideration of the stages of global child development
- Layout conducive to global child development
- Careful observation of the child and the group
- Communication of a caring nature
- Consistency of interventions with respect to the aspects of educational quality
- Appropriate use of one's creativity
- Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Select educational actions.	• Relevant choice of strategies and/or methods conducive to the development of language skills • Relevant choice of strategies and/or methods for introducing children to reading and writing • Adjustment of planning and support plans, where applicable
2. Enrich the educational actions to suit the child's needs.	• Adequate use of play situations initiated by the child • Satisfactory proposal of times for group activities, where applicable • Appropriate partnership with the family • Clear recording of progress, learning, strengths and needs, where applicable
3. Review one's educational actions.	• Well-balanced interpretation of feedback from the child and/or the family • Careful examination of one's educational actions, interventions, skills and attitudes • Accurate identification of avenues for improvement

Objective**Standard**

Statement of the Competency	Achievement Context
Support the child's development of skills in artistic expression.	• With respect to the child • In individual and group situations • Inside and outside the educational childcare establishment • In partnership with: ○ the family, co-workers and resource persons ○ community resources, where applicable • Using: ○ planning ○ the support plan, where applicable ○ the individualized education plan, where applicable ○ technological tools ○ educational materials • Given: ○ the child's needs, fields of interest and abilities ○ recent documentation ○ the educational program of the childcare establishment ○ the school's educational project, where applicable ○ educational approaches ○ the procedures of the childcare establishment ○ legislation
	Performance Criteria for the Competency as a Whole
	• Consideration of the stages of global child development • Layout conducive to global child development • Careful observation of the child and the group • Communication of a caring nature • Consistency of interventions with respect to the aspects of educational quality • Appropriate use of one's creativity • Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Select educational actions.	• Relevant choice of strategies and/or methods conducive to the development of skills in visual artistic expression • Relevant choice of strategies and/or methods conducive to the development of body language skills • Relevant choice of strategies and/or methods conducive to the development of skills in dramatic expression • Relevant choice of strategies and/or methods conducive to the development of skills in musical expression • Adjustment of planning and support plans, where applicable
2. Enrich the educational actions to suit the child's needs.	• Adequate use of play situations initiated by the child • Satisfactory proposal of times for group activities, where applicable • Appropriate partnership with the family • Clear recording of progress, learning, strengths and needs, where applicable
3. Review one's educational actions.	• Well-balanced interpretation of feedback from the child and/or the family • Careful examination of one's educational actions, interventions, skills and attitudes • Accurate identification of avenues for improvement

Objective**Standard**

Statement of the Competency	Achievement Context
Introduce the child to numeracy and their environment.	• With respect to the child • In individual and group situations • Inside and outside the educational childcare establishment • In partnership with: ○ the family, co-workers and resource persons ○ community resources, where applicable • Using: ○ planning ○ the support plan, where applicable ○ the individualized education plan, where applicable ○ technological tools ○ educational materials • Given: ○ the child's needs, fields of interest and abilities ○ recent documentation ○ the educational program of the childcare establishment ○ the school's educational project, where applicable ○ educational approaches ○ the procedures of the childcare establishment ○ legislation
	Performance Criteria for the Competency as a Whole
	• Consideration of the stages of global child development • Layout conducive to global child development • Careful observation of the child and the group • Communication of a caring nature • Consistency of interventions with respect to the aspects of educational quality • Appropriate use of one's creativity • Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Select educational actions.	• Relevant choice of strategies and/or methods conducive to the development of reasoning skills • Relevant choice of strategies and/or methods conducive to the development of problem-solving skills • Relevant choice of strategies and/or methods for introducing the child to mathematics • Relevant choice of strategies and/or methods conducive to the discovery of the child's environment • Adjustment of planning and support plans, where applicable
2. Enrich the educational actions to suit the child's needs.	• Adequate use of play situations initiated by the child • Satisfactory proposal of times for group activities, where applicable • Appropriate partnership with the family • Clear recording of progress, learning, strengths and needs, where applicable
3. Review one's educational actions.	• Well-balanced interpretation of feedback from the child and/or the family • Careful examination of one's educational actions, interventions, skills and attitudes • Accurate identification of avenues for improvement

Objective**Standard**

Statement of the Competency	Achievement Context
Provide educational services to a group of children.	• With respect to the group and the child • With respect to the family • In individual and group situations • In partnership with: ◦ the family, co-workers and resource persons ◦ community resources, where applicable • Using: ◦ planning ◦ the support plan, where applicable ◦ the individualized education plan, where applicable ◦ the child's education record, where applicable ◦ technological tools • Given: ◦ the child's needs, fields of interest and abilities ◦ recent documentation ◦ the educational program of the childcare establishment ◦ the school's educational project, where applicable ◦ educational approaches ◦ the procedures of the childcare establishment ◦ legislation
	Performance Criteria for the Competency as a Whole
	• Consideration of the stages of global child development • Careful observation of the child and the group • Communication of a caring nature • Careful identification of future educational intentions • Consistency when adjusting actions to the aspects of educational quality • Relevant identification of the needs of the child and of the family • Appropriate emotional support for the child's and/or the group's experience • Appropriate support for the child's and/or the group's learning • Appropriate contribution of the family, where applicable • Appropriate contribution of co-workers and resource persons, where applicable • Compliance with professional ethics

Elements of the Competency	Performance Criteria
1. Monitor the progress of the child's development.	• Determination of future educational actions conducive to the child's global development • Implementation of appropriate actions to address the child's transition to school, where applicable • Appropriate recording of information, where applicable
2. Monitor changes to the needs of the group.	• Determination of future educational actions conducive to group cohesion • Careful adjustments to the way the group functions and is organized, where applicable
3. Consider the possibility of being innovative in one's practice of the profession.	• Thoughtful review of one's skills and attitudes with respect to the provision of emotional support for the children • Thoughtful review of one's skills and attitudes with respect to the organization of the group • Thoughtful review of one's skills and attitudes with respect to learning support • Identification of changes to be made to one's practices, where applicable • Adoption of means to develop one's practice of the profession

General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA0

Objective

Standard

Statement of the Competency

Analyze and produce various forms of discourse.

Elements of the Competency	Performance Criteria
1. Identify the characteristics and functions of the components of literary texts.	• Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. Determine the organization of facts and arguments of a given literary text.	• Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. Prepare ideas and strategies for a projected discourse.	• Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. Formulate a discourse.	• Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. Revise the work.	• Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature

Weighting: 2-2-4 or 1-3-4

Credits: 2½

Objective

Standard

Statement of the Competency

Apply an analytical approach to literary genres.

Elements of the Competency

Performance Criteria

1. Distinguish genres of literary texts.	• Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	• Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. Situate a work within its historical and literary period.	• Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	• Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	• Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
Weighting: 2-2-3
Credits: 2½

Objective

Standard

Statement of the Competency

Apply an analytical approach to a literary theme.

Elements of the Competency

Performance Criteria

1. Recognize the treatment of a theme within a literary text.	• Clear recognition of elements within the text, which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. Situate a literary text within its cultural context.	• Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. Detect the value system inherent in a literary text.	• Appropriate identification of expression (explicit/implicit) of a value system in a text
4. Write an analysis on a literary theme.	• Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	• Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
Weighting: 2-2-3
Credits: 2½

Objective

Standard

Statement of the Competency

Communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency

Performance Criteria

1. Identify the forms of discourse appropriate to given fields of study.

- Accurate recognition of specialized vocabulary and conventions
- Accurate recognition of the characteristics of the form of discourse
- Exploration of a variety of topics

2. Recognize the forms of discourse appropriate to given fields of study.

- Clear and accurate recognition of the main ideas and structure
- Appropriate distinction between fact and argument

3. Formulate an oral and a written discourse.

- Examine ways to address and structure a given topic
- Appropriate choice of tone and diction
- Correctly developed sentences
- Clearly and coherently developed paragraphs
- Appropriate use of program-related communication strategies including media and technology
- Formulation of a 1000-word discourse

4. Revise the work.

- Appropriate use of revision strategies
- Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
Periods of instruction: 60
Credits: 2

Humanities

Code: 4HU0

Objective

Standard

Statement of the Competency

Apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency

Performance Criteria

1. Recognize the basic elements of a field of knowledge.	• Appropriate description of the basic elements • Appropriate use of terminology relevant to a field of knowledge
2. Define the modes of organization and utilization of a field of knowledge.	• Adequate definition of the dimensions, limits, and uses of a field of knowledge
3. Situate a field of knowledge within its historical context.	• Accurate identification of the main components in the historical development of a field of knowledge • Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge
4. Organize the main components into coherent patterns.	• Coherent organization of the main components
5. Produce a synthesis of the main components.	• Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
Weighting: 3-1-3
Credits: 2½

Objective

Standard

Statement of the Competency

Apply a critical thought process to world views.

Elements of the Competency

Performance Criteria

1. Describe world views.	• Accurate description of a society or group with a distinctive world view • Appropriate use of terminology relevant to these societies or groups
2. Explain the major ideas, values, and implications associated with a given world view.	• Adequate explanation of the salient components of a world view
3. Organize the ideas, values and experiences of a world view into coherent patterns.	• Coherent organization of ideas about a world view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views
4. Compare world views.	• Comparative analysis of these world views • Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	• Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
Weighting: 3-0-3
Credits: 2

Objective

Standard

Statement of the Competency

Apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency

Performance Criteria

- | | |
|---|---|
| 1. Situate significant ethical issues in appropriate world views and fields of knowledge. | <ul style="list-style-type: none"> • Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world views and fields of knowledge |
| 2. Explain the major ideas, values, and social implication of ethical issues. | <ul style="list-style-type: none"> • Adequate description of the salient components of the issues |
| 3. Organize the ethical questions and their implications into coherent patterns. | <ul style="list-style-type: none"> • Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues |
| 4. Debate the ethical issues. | <ul style="list-style-type: none"> • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view • Appropriate use of revision strategies • Appropriate revision of form and content |

Learning Activities

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in standard French.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.	• Clear, coherent formulation of a text of about 250 words • Adequate development of the text: intention, topic, reader • Formulation of simple, well-constructed sentences • Use of adequate vocabulary for the task • Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future • Satisfactory correction of errors in spelling or grammar • Appropriate use of revision strategies
2. Understand the meaning of a simple text.	• Accurate description of the general meaning and essential ideas of a 500-word text • Accurate identification of the difficulties in understanding the text • Appropriate use of reading techniques • Accurate identification of the main elements of the text
3. Convey a simple oral message.	• Clear and coherent formulation of an oral presentation of at least four minutes • Appropriate use of standard vocabulary • Clear and coherent statements
4. Understand the meaning of a simple oral message.	• Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes • Accurate identification of the difficulties in understanding the message • Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language
Weighting: 2-1-3
Credits: 2

Objective

Standard

Statement of the Competency

Communicate in standard French with some ease.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

Objective

Standard

Statement of the Competency

Communicate with ease in standard French.

Elements of the Competency

Performance Criteria

1. Write a text of moderate complexity.	• Writing of a text of about 450 words • Respect for grammar and spelling rules • Adaptation to the intended audience • Appropriate use of the main elements of the corpus • Clear and coherent formulation of sentences, including at least three that are complex • Coherent organization of paragraphs
2. Revise and correct a text of moderate complexity.	• Appropriate use of revision strategies • Appropriate revision of the text
3. Comment on a written text of moderate complexity.	• Accurate identification of the main elements of a text of between 2 500 and 3 000 words • Accurate explanation of the meaning of the words of the text • Accurate identification of the main and secondary ideas, of facts and opinions • Accurate identification of what is implicit and what is explicit
4. Produce a planned oral text of moderate complexity.	• Clear and coherent formulation of an oral presentation of at least five minutes • Appropriate use of standard vocabulary • Respect for the level of language and rules of grammar and pronunciation • Adaptation to the intended audience • Appropriate sequencing of ideas

Learning Activities

Discipline: French as a Second Language
Weighting: 2-1-3
Credits: 2

Objective

Standard

Statement of the Competency

Explore a cultural and literary topic.

Elements of the Competency

Performance Criteria

1. Write a text on a cultural or literary topic.

- Clear and coherent formulation of a text of about 550 words
- Respect for the topic
- Respect for grammar and spelling rules
- Adaptation to the intended audience
- Appropriate use of the main elements of the corpus
- Clear articulation of a personal point of view

2. Revise and correct a text on a cultural or literary topic.

- Appropriate use of revision strategies
- Appropriate revision of the text

3. Analyze a cultural or literary text.

- Personal formulation of the main elements of the text
- Identification of the main themes
- Identification of clues that help situate the text in its socio-cultural and historical context
- Accurate identification of the values expressed
- Accurate identification of the structure of the text
- Clear articulation of a personal point of view

Learning Activities

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in French in relation to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write and revise a short text related to the student's field of study.	• Accurate identification of difficulties in writing • Appropriate use of writing techniques • Appropriate use of standard and specialized vocabulary • Clear and coherent formulation of the text • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
2. Understand the meaning and characteristics of a text related to the student's field of study.	• Accurate identification of difficulties in understanding the text • Accurate identification of the characteristics of the text • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the text • Accurate description of the general meaning and essential ideas of the text
3. Convey a simple oral message related to the student's field of study.	• Accurate identification of the difficulties in oral expression • Appropriate use of techniques of oral expression • Appropriate use of standard and specialized vocabulary • Intelligible expression of the message
4. Understand the meaning of a simple oral message related to the student's field of study.	• Accurate identification of difficulties in understanding the message • Accurate identification of the characteristics of the message • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the message • Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Communicate in French on topics related to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write a text related to the student's field of study.	• Appropriate use of specialized vocabulary and of conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate use of writing techniques
2. Revise and correct a text on a topic related to the student's field of study.	• Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Differentiate the types of texts specific to the student's field of study.	• Accurate identification of the formal characteristics of each of the main types of texts and the conventions used
4. Analyze texts representative of the student's field of study.	• Accurate identification of the main elements of the text • Accurate interpretation of specialized vocabulary • Accurate identification of the ideas and subjects dealt with • Appropriate use of reading and listening techniques

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Communicate with ease in French on topics related to the student's field of study.

Elements of the Competency

Performance Criteria

- | | |
|--|--|
| 1. Produce a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate sequencing of ideas • Appropriate form for the content |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors |
| 3. Comment on texts specific to the student's field of study. | <ul style="list-style-type: none"> • Accurate identification of the formal characteristics of the main types of texts and the conventions used • Accurate explanation of the meaning of the words in the text • Accurate identification of the structure of the text • Accurate reformulation of the main and secondary ideas, of the facts and opinions • Accurate use of specialized vocabulary |

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Produce a text in French on a topic related to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write a text on a topic related to the student's field of study.

- Respect for the topic
- Appropriate use of specialized vocabulary and the conventions specific to different types of texts
- Appropriate choice of the main elements of the corpus based on the type of text
- Clear and coherent formulation of the text
- Respect for the level of language and rules of grammar and spelling
- Clear articulation of a personal point of view

2. Revise and correct a text on a topic related to the student's field of study.

- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

3. Analyze a text related to the student's field of study.

- Precise differentiation of the formal characteristics of specific types of texts
- Personal formulation of the main elements
- Listing of the main themes
- Accurate identification of the structure of the text
- Identification of clues that help situate the text in its context
- Clear articulation of a personal point of view
- Accurate association of elements of the text with the topic

Learning Activities

Discipline: French as a Second Language
Periods of instruction: 45
Credits: 2

Objective

Standard

Statement of the Competency

Analyze one's physical activity from the standpoint of a healthy lifestyle.

Elements of the Competency

Performance Criteria

1. Establish the relationship between one's lifestyle habits and health.	• Proper use of documentation from scientific research or the media • Recognition of the influence of social and cultural factors on the practice of physical activity • Pertinent links made between one's lifestyle habits and the impact they have on health
2. Be physically active in a manner that promotes one's health.	• Respect for the rules specific to the physical activity practised • Respect for codes of ethics, safety rules and regulations when being physically active • Respect for one's abilities when practising physical activities
3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.	• Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition • Overall assessment of one's needs and abilities in terms of physical activity • Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis
4. Propose physical activities that promote one's health.	• Appropriate choice of physical activities according to one's needs, abilities and motivational factors • Use of clear reasoning to explain the choice of physical activity

Learning Activities

Discipline: Physical Education
Weighting: 1-1-1
Credits: 1

Objective

Standard

Statement of the Competency

Improve one's effectiveness when practising a physical activity.

Elements of the Competency

Performance Criteria

- | | |
|---|---|
| 1. Plan an approach to improve one's effectiveness when practising a physical activity. | <ul style="list-style-type: none"> Initial assessment of one's abilities and attitudes when practising a physical activity Statement of one's expectations and needs with respect to the ability to practise the activity Appropriate formulation of personal objectives Appropriate choice of the means to achieve one's objectives Use of clear reasoning to explain the choice of physical activity |
| 2. Use a planned approach to improve one's effectiveness when practising a physical activity. | <ul style="list-style-type: none"> Respect for the rules and regulations of the physical activity Respect for codes of ethics, safety rules and regulations when being physically active Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills Periodic assessment of one's abilities and attitudes when practising a physical activity Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity Pertinent, periodic and proper adjustments of one's objectives or means Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity |

Learning Activities

Discipline: Physical Education
Weighting: 0-2-1
Credits: 1

Objective

Standard

Statement of the Competency

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Elements of the Competency

Performance Criteria

1. Plan a personal physical activity program.

- Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis
- Proper and appropriate formulation of personal objectives
- Appropriate choice of physical activity or activities to achieve personal objectives
- Appropriate planning of the conditions for performing the physical activity or activities in personal program

2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors

3. Manage a personal physical activity program.

- Appropriate choice of criteria for measuring the attainment of program objectives
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity
- Periodic assessment of the time invested and activities practised during the program
- Appropriate, periodic and proper adjustment of personal objectives or means used
- Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities
- Recognition of the effect of physical activity on one's lifestyle

Learning Activities

Discipline: Physical Education
Weighting: 1-1-1
Credits: 1

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	- Working alone - In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues - Using documents and data from the field of social sciences
Elements of the Competency	Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.	- Formulation of the focus specific to one or more of the social sciences - Description of the main approaches used in the social sciences
2. Identify some of the issues currently under study in the social sciences.	Association of issues with the pertinent areas of research in the social sciences
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	- Presentation of contemporary issues by highlighting the interpretation of the social sciences - Illustration of the interaction between certain social changes and the contribution of the social sciences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	- Working alone - In an essay of approximately 750 words on a topic related to human existence - Using reference materials from the field of social sciences
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	- Presentation of the background to the problem - Use of appropriate concepts and language - Brief description of individual, collective, spatiotemporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	- Clear formulation of an issue - Selection of pertinent reference materials - Brief description of historical, experimental and survey methods
3. Draw conclusions.	- Appropriate use of the selected method - Determination of appropriate evaluation criteria - Identification of strengths and weaknesses of the conclusions - Broadening of the issue analyzed
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	- Working alone - Using a written commentary on a scientific discovery or technological development - In an essay of approximately 750 words
Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	- Brief description of the essential characteristics of scientific thinking, including quantification and demonstration - Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	- Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries - Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	- Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries - Formulation of relevant questions and credibility of responses to the questions formulated
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	- Working alone or in groups - Applying the standard scientific method to a given, simple scientific and technological problem - Using common scientific instruments and reference materials (written or other)

Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	Ordered list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	- Clear, precise description of the problem - Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	- Pertinence, reliability and validity of the experimental method used - Observance of established experimental method - Appropriate choice and use of instruments - Clear, satisfactory presentation of results - Validity of the connections established between the hypothesis, the verification and the conclusion

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	- For modern Latin-alphabet languages: - during a conversation consisting of at least eight lines of dialogue - in a written text consisting of at least eight sentences - For modern non-Latin-alphabet languages: - during a conversation consisting of at least six lines of dialogue - in a written text consisting of at least six sentences - Based on learning situations on familiar themes - Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	- Accurate identification of words and idiomatic expressions - Clear recognition of the general meaning of simple messages - Logical connection between the various elements of the message
2. Understand the meaning of a written message.	- Accurate identification of words and idiomatic expressions - Clear recognition of the general meaning of simple messages - Logical connection between the various elements of the message
3. Express a simple message orally.	- Appropriate use of language structures in main and coordinate clauses - Appropriate application of grammar rules - Use of verbs in the present indicative - Appropriate use of basic vocabulary and idiomatic expressions - Clear pronunciation - Coherent sequencing of simple sentences - Spontaneous and coherent sequencing of sentences in a conversation
4. Write a text on a given subject.	- Appropriate use of language structures in main and coordinate clauses - Appropriate application of basic grammar rules - Use of verbs in the present indicative - Appropriate use of basic vocabulary and idiomatic expressions - Coherent sequencing of simple sentences - Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.
Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	• During a conversation that includes at least 15 lines of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non-Latin-alphabet languages • Based on: • common situations in everyday life • simple topics from everyday life • Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of sentences • Dialogue
4. Write a text on a given subject, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequencing of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	- Working alone - During a conversation consisting of at least 20 lines of dialogue - In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) - Given documents of a socio-cultural nature - Using reference materials for the written text
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	- Accurate explanation of the general meaning and essential ideas of the message - Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	- Accurate explanation of the general meaning and essential ideas of the text - Clear identification of structural elements of the language
3. Have a conversation on a subject.	- Appropriate use of the structural elements of the language according to the message to be expressed - Appropriate use of everyday vocabulary - Accurate pronunciation and intonation - Normal flow in a conversation in everyday language - Coherence of the message expressed - Pertinent responses to questions
4. Write a text of average complexity.	- Appropriate use of the structural elements of the language according to the text to be written - Accurate vocabulary - Coherence of the text as a whole - Observance of presentation and writing rules applicable to the text
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	- Working alone - In an essay of approximately 750 words - Using different personally selected concrete examples
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	- Identification of basic notions and concepts - Identification of the main branches of mathematics or computer science - Appropriate use of terminology
2. Describe the evolution of mathematics or computer science.	Descriptive summary of several major phases
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	Demonstration of the existence of important contributions, using concrete examples
4. Illustrate the diversity of mathematical or computer science applications.	Presentation of a range of applications in various areas of human activity, using concrete examples
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	- Identification of several major influences - Explanation of the way in which mathematics or computer science have changed certain human and organizational realities - Recognition of the advantages and disadvantages of these influences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420. Use code 204 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	- Working alone - While carrying out a task or solving a problem based on everyday needs - Using familiar tools and reference materials

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	- Brief definition of concepts - Correct execution of basic operations - Appropriate use of terminology
2. Select mathematical or computing tools and procedures on the basis of specific needs.	- Listing of numerous possibilities available through the use of mathematical and computing tools and procedures - Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures - Appropriate choice according to needs
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	- Use of a planned and methodical process - Correct use of tools and procedures - Satisfactory results, given the context - Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	- Accurate interpretation, given the context - Clear, precise formulation of the interpretation

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420. Use code 204 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	- Working alone - Given a specified work of art - In a written commentary of approximately 750 words
Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	• Working alone • During a practical exercise • In the context of creating or interpreting a work of art • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	• Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	• Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Compliance with the requirements of the method of production
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes to link a course to objective 0014, with the exception of code 502. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Contemporary Issues

Code: 021L

Objective**Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	• Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	• Exploration of various contemporary issues • Description of the main perspectives concerning these issues • Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	• Identification of some of the theories used in analyzing the issue • Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	• Clear formulation of the perspectives of the issue • Precise description of the main contributions of the disciplines • Pertinent explanation of the interaction among various disciplines • Appropriate use of language and concepts from the disciplines
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.

Objective**Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	• Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Present a research problem.	• Justification of the choice of research problem • Brief description of the main issues involved in the problem • Clear formulation of the main dimensions of the problem • Appropriate use of language and concepts from the disciplines • Clear formulation of the research question
2. Analyze the research problem.	• Relevant description of a research approach or method • Appropriate selection of research data • Proper application of the approach or method used • Appropriate use of an analytical framework
3. Propose solutions.	• Clear description of the main contributions from the disciplines • Pertinent explanation of the interaction among various disciplines • Justification of solutions proposed • Assessment of the strengths and weaknesses of the proposed solutions
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.

Additional Information

Vocabulary Used in Technical Programs

Program

A program is an integrated set of learning activities leading to the achievement of education objectives based on set standards (*College Education Regulations*, s. 1). All college programs include a general education component common to all programs; a general education component adapted to the specific program; a complementary general education component; and a program-specific component (*College Education Regulations*, s. 6).

Competency

In the program-specific component of a technical program, a competency is defined as the ability to act, succeed and evolve in order to adequately perform tasks or work-related activities, based on an organized body of knowledge (including elements of knowledge, skills in a variety of fields, perceptions, attitudes, etc.) (*Élaboration des programmes d'études techniques, Cadre général – Cadre technique 2002*, p. 15).

Objective

An objective is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

Statement of the Competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and (in some cases) other factors. In the general education components, it is the result of an analysis of the needs of general education.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an achievement context and performance criteria.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. Each element of the competency requires at least one performance criterion.

In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the number of contact hours, the number of credits and any details deemed essential.

Vocabulary Used in the Program-Specific Component

The *Early Childhood Education Techniques* program has its own glossary explaining some of the terms used to formulate the aims and standards of the program-specific component.

Areas of development

Physical, motor, cognitive, language, social, moral, emotional and sexual areas of development, which are part of the global development process. In education, moral development is sometimes included in social development. The areas of development are interconnected to different degrees, depending on the child's learning, experience, fields of interest and environment.

Artistic expression

Type of non-verbal expression conducive to the child's global development that is conveyed through a variety of artistic languages (e.g. visual artistic expression, introductory artistic expression, body language, musical expression, dramatic expression).

Child's environment

The child's immediate or peripheral environment, composed of the child's family, the educational childcare establishment and school attended by the child, neighbourhood community organizations, etc. The environment may include physical locations as well as the social and cultural context in which the child is raised.

Child's health record

A record that contains full information about the child's health (e.g. medical information, protocols).

Child's needs

Needs are divided into three types:

- Fundamental needs: physiological needs and the need to feel safe
- Developmental needs: needs relating to global development
- Special needs, which may refer to:
 - o the need for occasional or ongoing personalized support, for example when performing an everyday activity (e.g. adapted educational action, implementation of a support plan or individualized education plan)
 - o a particular developmental condition that has been diagnosed by a health professional (e.g. disorder, disability)

Daily report

Verbal communication, paper document or digital document used to inform the family about the child's basic care, play and development.

Democratic mode of intervention

Method or strategy conducive to the creation of a positive atmosphere and sharing of power between the child and the adult (e.g. educator, family member) that can be applied with due respect for the child's needs, preferences and abilities, especially when making everyday choices or searching for solutions.

Developmental gap

Divergence from developmental norms, established by means of a synthesis of observations and information about the child's development in one or more areas of development.

Educational action

A method selected and implemented by the early childhood educator to provide the child with an opportunity to use their skills and develop their potential. An educational action is designed to encourage learning in keeping with the educational approaches adopted and the child's fields of interest. It may be implemented in interactions between the educator and the child, and when organizing premises and materials.

An educational action may take the form of an intervention technique, a simulation exercise, a routine group activity, a ritual, a transition, an educational or spontaneous activity, or a change to the layout or the materials.

Educational approach

The basis on which educational actions are accomplished. Each educational approach asserts a particular relationship with the world and a vision of child development. An educational childcare establishment or an early childhood educator may apply one educational approach in particular, or may choose specific elements from different educational approaches when implementing the educational program.

Educational environment

The organized indoor and outdoor premises of the educational childcare establishment and locations that the early childhood educator may use from time to time with the children (e.g. park).

Educational quality

Quality based on two categories of elements, some relating to structural quality and others to the quality of the processes.

Structural quality includes a set of variables with an indirect impact on the quality of processes, such as the adult-child relationship, group size and staff training, structured by regulation.

The quality of the processes refers to elements that affect the children's lives. These elements can be divided into four categories, namely the educators' interactions with the children, the children's own experiences, the layout of the premises and materials, and the educators' interactions with the parents.

Healthy lifestyle habits

A set of habits relating to hygiene, rest, healthy nutrition and active play. These habits help to maintain the child's well-being.

Inclusive practices

A set of practices that take into account the child's uniqueness and the fact that the child's needs will fluctuate over time and according to the context. These practices are intended to adapt the environment, communications and educational actions in such a way that every child is able to achieve their potential.

Individualized education plan

A consultative tool setting out the actions to be taken for the child and family. It also sets out the roles and responsibilities of the various people working with the child to address the child's special needs. The early childhood educator is involved in the different stages of the individualized education plan process (e.g. preparation, application and evaluation).

Intervention tool

A specific, usually tangible tool used in an intervention by the early childhood educator (e.g. visual reference, motivation table, puppet, sensory stimulation object).

Life trajectory

A set of events, stages and transitions experienced over time by the child or the child's family (e.g. at school, in the workplace, with the family, in relationships and with regard to health).

Literacy

Skills that allow children to develop the confidence they need to interact with others in every aspect of everyday life, through speech, gestures, texts, images, symbols and sounds. Interactions may also take place via digital media. These skills are developed naturally in play that is initiated by the child. They are addressed from an introductory and global developmental standpoint.

Numeracy

Skills that allow children to develop the confidence they need to interact with others in every aspect of everyday life, using reasoning and problem-solving skills and their capacity to understand the world. These skills are developed naturally in play that is initiated by the child, through recognition of the characteristics of objects and the ability to classify or compare objects, estimate quantities, and position themselves in space, etc. These skills are addressed from an introductory and global developmental standpoint.

Professional duties

The set of practices used by the early childhood educator in their everyday work life and driven by reflective practice, in particular with respect to professional ethics, the analysis of work experience and an approach to developing the skills required in different work situations.

Periodic portrait of the child's development

A recording tool (paper or digital) completed by the early childhood educator responsible for a group. The document forms part of the child's education record and contains a synthesis of observations regarding the child's global development (e.g. progress, needs, challenges) and information on the impacts of educational actions for the child.

Play initiated by the child

A physical, cognitive or social activity that the child always enjoys and that allows the child to discover their fields of interest and abilities freely, voluntarily and spontaneously.

Protection factors

Characteristics or conditions that support the child's fulfillment. The more protection factors that are present in a child's life, the more able the child will be to develop to their full potential.

Risk factors

Characteristics or conditions that may generate negative repercussions for the child's development.

Self-awareness

The child's ability to become aware of their own temperament, identity, preferences and values, as well as their emotional and social skills.

Support plan

A reflection through which the educator adapts their educational actions to the needs of the child and/or group, as a complement to their general planning. The support plan may also be referred to as an "action plan." It may be documented or not, depending on the practices of the childcare establishment.

Work tools

Documents (paper or digital) completed by the early childhood educator as a means of preserving a record of the information gathered or action taken (e.g. observation tools, recording tools), and of communicating that information (e.g. tools to communicate with the family) where applicable.

The daily report, the health record, the periodic portrait of the child's development, the planning, the support plan, the observation checklists and the incident or accident report are the main work tools used by early childhood educators.

Harmonization

The Ministère de l'Enseignement supérieur harmonizes its vocational and technical programs by establishing similarities and continuity between secondary and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Occupational Health and Safety Hazards

This section expands on the risks associated with the competencies in the *Early Childhood Education Techniques* program.

The table below, “Sources and risk levels for each competency,” links competencies with the six sources of risk listed in the following typology. It also indicates whether the risk level is high or low. These levels of risk are provided for information purposes only since they vary depending on the operations carried out and the achievement context. The table serves as a guide for teachers to planning progressive learning activities, a way of organizing their teaching in compliance with occupational health and safety in the workplace.

Typology of occupational health and safety in the workplace with a list of dangers and hazardous situations:

- Chemical hazards or dangers:
 - Form of substance (solid, liquid, aerosol, gas, etc.) and exposure (inhalation, absorption through the skin, ingestion, etc.).
- Physical hazards or dangers:
 - Electrical hazards
 - Thermal hazards
 - Noise
 - Vibration
 - Other physical hazards
- Biological hazards or dangers:
 - Form of substance (dust, mist, fluid, etc.) and exposure (inhalation, absorption through the skin, ingestion, cuts, etc.).
- Ergonomic hazards or dangers:
 - Constrained postures
 - Excessive effort
 - Repetitive movements
- Psychosocial hazards or dangers:
 - Factors associated with the nature of the work
 - Factors related to the organization of the work
 - Social factors
- Safety hazards or dangers:
 - Hazards related to general mechanical phenomena
 - Hazards related to moving parts, tools or vehicles
 - Risk of falling (workers and objects)
 - Hazards linked to confined spaces
 - Fire or explosion hazards

SOURCES AND RISK LEVELS FOR EACH COMPETENCY							
COMPETENCY CODE	EARLY CHILDHOOD EDUCATION TECHNIQUES	Sources of risk					
		Chemical hazards or dangers	Physical hazards or dangers	Biological hazards or dangers	Ergonomic hazards or dangers	Psychosocial hazards or dangers	Safety hazards or dangers
	STATEMENT OF THE COMPETENCY	1	2	3	4	5	6
02KJ	Explore the profession	○	○	○	○	○	○
02KK	Examine the child's global development	○	○	○	○	○	○
02KL	Analyze the context in which the child and their family live	○	○	○	○	○	○
02KM	Observe the child	○	○	○	○	●	○
02KN	Oversee the child's health and safety	○	●	●	●	●	●
02KP	Establish professional relationships	○	○	○	○	●	○
02KQ	Maintain one's physical and psychological integrity	○	●	●	●	●	●
02KR	Implement a democratic mode of intervention	○	●	●	●	●	●
02KS	Organize the educational environment	○	○	○	●	●	●
02KT	Plan educational actions	○	○	○	○	●	○
02KU	Prepare a support plan to address the child's special needs	○	○	○	○	●	○
02KV	Play a role in carrying out the mission of the educational childcare establishment	○	○	○	○	●	○
02KW	Support the child's development of healthy lifestyle habits	○	●	●	●	●	●
02KX	Support the child's development of self-awareness and social skills	○	●	●	●	●	●
02KY	Introduce the child to literacy		●	●	●	●	●
02KZ	Support the child's development of skills in artistic expression		●	●	●	●	●
02L0	Introduce the child to numeracy and their environment		●	●	●	●	●
02L1	Provide educational services to a group of children		●	●	●	●	●

Risk levels

Risk levels are indicated according to their frequency, duration or intensity, and not according to the severity of their effects on personal health and safety.

Low risk: ○ High risk: ●

